



**OBTC 2017 at Providence College  
June 14<sup>th</sup> – 17<sup>th</sup>, 2017**

**Submission Template**

**SUBMISSION GUIDANCE**

- \* Remove all identifying properties from this document \**
- \* All files must be saved in PDF format \**
- \*Please include ALL supplementary text at the end of this document\**
- \*Only one document should be submitted\**

## **Submission Template for the 2017 OBTC Teaching Conference for Management Educators**

### 1) Title, Abstract & Keywords

*In your abstract, please include a brief session description (not to exceed 100 words), and three to four keywords. If your proposal is accepted, this description will be printed in the conference program.*

Walk A Mile In My Shoes – Applications of Micro-teaching and Learning With Drama and Improvisation for Leadership Development

Leadership development

Rhetoric

Micro-teaching

Theatre

This session presents an experiential exercise for leadership development where students are asked to perform in front of their peers a 1-minute leadership speech of their choice. The debrief of the exercise allows discussion of the practical implications of a number of leadership theories and highlights the importance of improvisational skills for leadership and innovation, which is of relevance to the theme of OBTC 2017. The exercise demonstrates that in a very limited time span of experiential exercises can be both a constraint and a resource for teaching and learning.

### 2) Teaching Implications:

*What is the contribution of your session to management pedagogy/andragogy? Specifically, please include your learning objectives, and describe what management and/or teaching topics are relevant to your session, and why. Also, include theoretical, disciplinary, or theoretical foundations that will help reviewers understand how your ideas fit within the broader field of management.*

Learning outcomes for the session:

1. Participants will evaluate the potential and challenges of using tools and techniques from improvisational theatre with students in an experiential learning exercise for leadership development, aiming to help students understand and reflect on authentic leadership experiences, challenges and decision-making processes.
2. Participants will review the pedagogical affordances of using micro-teaching and learning for leadership development.

3. Participants will discuss possibilities for adapting and using micro-teaching experiential exercises in their own practice,

I call the exercise which I will present in this session “The One Minute Leadership Speech.” Students prepare and perform in front of the class a speech which they feel is a “leadership speech.” After the exercise there is a group discussion on their rationales for perceiving a speech to be “leadership” rather than “about leadership.” The speeches can be created by the students themselves or they can be taken from books, films or real-life-cases. The duration of the speeches is one minute which is both a constraint and a resource. It does not place undue demands in terms of time for preparation and is sufficiently short not to be threatening to student who might not be confident public speakers. At the same time it is an opportunity for students to appreciate the challenges and importance of leadership communication across contexts. The discussion following the exercise covers an extensive range of topics – dramaturgical perspectives to leadership (Czarniawska-Joerges & Jacobsson, 1995; Sinha, 2010), authentic leadership in practice (Avolio & Gardner, 2005), narratives and stories (Sharma & Grant, 2011), communicative perspectives (Fairhurst & Connaughton, 2014) and critical performativity (Alvesson, & Spicer, A. 2012).

During the session I will present guidelines that participants can use for facilitating the discussion to cover these theoretical perspectives and enable students to reflect and evaluate their implications in the context of their own experiences as well as in cases from existing leadership practice.

In addition the exercise offers opportunity to critique the role and perceptions of time in leadership (Shamir, 2011), learning and teaching (Bell, 2007) and organizational processes and the importance of developing and practicing improvisational skills for organizational innovation and leadership (Newton, 2004), something with particular relevance to the theme of OBTC 2017 of navigating unpredictable change.

Alvesson, M., & Spicer, A. (2012). Critical leadership studies: The case for critical performativity. *Human relations*, 65(3), 367-390.

Avolio, B. J., & Gardner, W. L. (2005). Authentic leadership development: Getting to the root of positive forms of leadership. *The leadership quarterly*, 16(3), 315-338.

Bell, N. D. (2007). Microteaching: What is it that is going on here? *Linguistics and Education*, 18(1), 24-40.

Czarniawska-Joerges, B., & Jacobsson, B. (1995) ‘Political Organisations and Commedia dell’Arte’, *Organisation Studies* 16(3): 375–91.

Fairhurst, G. T., & Connaughton, S. L. (2014). Leadership: A communicative perspective. *Leadership*, 10(1), 7-35.

Newton, P. M. (2004). Leadership lessons from jazz improvisation. *International Journal of Leadership in Education*, 7(1), 83-99.

Shamir, B. (2011). Leadership takes time: Some implications of (not) taking time seriously in leadership research. *The Leadership Quarterly*, 22(2), 307-315.

Sharma, A., & Grant, D. (2011). Narrative, drama and charismatic leadership: The case of Apple’s Steve Jobs. *Leadership*, 7(1), 3-26.

Sinha, P. N. (2010). The dramatic genre in leadership studies: Implications for research and practice. *Leadership*, 6(2), 185-205.

### 3) Session Description and Plan:

*What will you actually do in this session? If appropriate, please include a timeline estimating the activities will you facilitate: how long will they take, and how will participants be involved? Please remember that reviewers will be evaluating how well the time request matches the activities you'd like to do, and the extent you can reasonably accomplish the session's goals. Reviewers will also be looking for how you are engaging the participants in the session.*

Activity	Duration
Introduction: challenges and benefits of drama and improvisation for leadership development in turbulent times	10 minutes
Outline of the the 1-minute leadership speech exercise – rationale, instructions to the students, things that usually go well, things that can go wrong and how to fix them during the exercise, ways to support the students during the exercise and guide the reflection and debrief.	20 minutes
Walk a mile (minute) in my shoes – invitation to participants in the session to present their own 1-minute leadership speech. Depending on the numbers I can ask for volunteers or invite everyone to take part.	15 minutes
Debrief: exercise responses, discussion of ways in which the participants can adapt elements of the exercise for their own subjects and contexts, feedback from students who have participated in the exercise.	15 minutes

### 4) Application to Conference theme:

How does your session fit with the overall OBTC theme of *Navigating the Changing Currents*?

The session demonstrates the possibilities that innovative instructional design in leadership and management education, such as the one offered by experiential microteaching and learning, can open up even with limited resources. The exercise I present demonstrates the importance of improvisational and performative skills

transferred from drama and theatre for understanding and responding to unexpected and unplanned situations with empathy and authenticity.

5) Unique Contribution to OBTC:

*Have you presented the work in this proposal before? If so, how will it be different? Is this proposal under current review somewhere else? If so, please explain. How will your proposal be different for the OBTC conference?*

This will be the first time I present this session as a result of running the exercise over the course of four semesters with 210 students at undergraduate and postgraduate level.